



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1066 Marina Blvd, Bullhead City, AZ 86442

Bullhead City Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Ronald C. Casey
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-5
Web Address : www.bullheadschoools.com
Phone Number : (928) 758-6606
Fax Number : (928) 758-5726
E-mail : rcasey@bullheadschoools.com

Mission

Desert Valley School provides a safe, nurturing environment that promotes growth, creativity and achievement. We encourage, recognize and celebrate accomplishments. We believe that every child can learn.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

ü Character Education is a focus at Desert Valley School. Students recite the Kids for Character Promise each day. Teachers follow a "trait a month" program and implement lessons into the regular classroom schedule on a weekly basis.

ü 6-Traits writing curriculum has been provided for each class at Desert Valley School. The students are provided a comprehensive program that covers each trait with extended writing on teacher-based topics used for further development of skills.

ü Reading - Focus Standards

3rd - S1C6 Comprehension Strategies

ü 4th - Comprehending info text. S3C3 persuasive text S1C6 comp. strategies

Math- Focus Standards

5th - S1C4 Vocabulary

S2C1 Elements of Literature

S2C3 Probability/ S2C3 Discrete Math

S3C3 Comprehending info text/ persuasive text

Enrollment

October 1, 2005 School Year Student Enrollment : 718

Accounting 2005-06 Under Open Enrollment Law : ² Yes

Number of Students Attending Under Open Enrollment in 2005-06 : 2

Instructional Programs

- Ü Gifted
- Ü On-site Special Education
- Ü Special Education Preschool
- Ü Title I, SEI/ELL
- Ü Tutoring
- Ü Technology based instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Desert Valley School provides a safe, quality learning environment. Expectations are communicated clearly. We accept self-discipline as a universal goal and ask parental support of our discipline program. We strive to increase student achievement.

Parents

Parents need to have students to school on time, wearing the approved uniform. Parents are expected to ask about homework, and support their child academically. Parents should understand and support the behavior expectations at Desert Valley School.

Transportation Policy

Transportation is a privilege extended to students. Transportation of handicapped students is provided as needed. All students who live more than one mile from school are transported. Third graders who live 1/2 mile or more are transported.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded			
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	
All Students	205	389	800	10	94	95	99	417	428	447	21	16	10	32	26	18	43	50	53	3	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
Female	96	182	389	35	96	98	99	412	428	447	25	15	9	35	27	19	38	51	55	2	7	17
Male	109	207	409	74	92	92	98	422	429	448	18	16	11	29	26	18	48	50	52	5	8	19
African American	NC	13	420	1	NC	93	99	NC	416	430	NC	31	17	NC	15	23	NC	46	51	NC	8	9
Hispanic	117	161	345	45	94	95	99	414	417	432	23	20	14	33	34	24	41	42	53	3	4	9
Asian/Pacific Islander	NC	NC	206	8	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	397	9	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	77	202	351	142	94	94	99	423	437	465	19	12	5	31	21	11	44	58	56	5	9	28
Students with Disabilities	15	30	101	161	54	63	93	371	392	419	60	47	28	27	20	28	13	30	36	NA	3	8
Students without Disabilities	190	359	698	849	100	99	100	420	431	451	18	13	7	33	27	17	45	52	56	4	8	19
Limited English Proficient Students	37	47	140	13	86	89	97	403	401	413	30	32	24	35	38	34	35	30	39	NA	NA	3
Migrant Students	--	--	603	--	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	188	297	390	29	94	94	98	415	421	432	22	19	14	34	29	25	42	48	52	3	4	9
Non-Economically Disadvantaged	17	92	409	81	94	97	100	441	451	462	18	7	6	18	17	13	53	58	54	12	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	203	381	794	93	93	98	427	435	451	12	10	9	41	35	24	46	55	56	0	1	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	94	179	387	94	96	99	430	441	457	13	8	7	38	29	22	48	61	58	1	2	13
Male	109	202	405	92	90	97	424	430	446	11	11	12	44	40	25	45	49	54	NA	0	9
African American	NC	13	417	NC	93	98	NC	425	439	NC	15	13	NC	23	29	NC	62	52	NC	NA	6
Hispanic	113	157	342	91	93	98	420	422	434	15	16	14	46	41	31	39	42	50	NA	1	5
Asian/Pacific Islander	NC	NC	206	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	394	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	79	198	348	96	93	98	436	444	471	8	5	4	38	31	15	53	63	63	1	1	18
Students with Disabilities	13	22	95	46	46	88	385	402	416	38	32	30	46	36	32	15	32	34	NA	NA	5
Students without Disabilities	190	359	698	100	99	100	429	436	456	10	8	7	41	35	23	48	56	59	1	1	12
Limited English Proficient Students	35	45	138	81	85	96	402	400	407	26	31	27	49	44	43	26	24	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	185	288	386	93	91	97	425	428	435	12	12	14	42	39	32	45	49	50	1	1	5
Non-Economically Disadvantaged	18	93	407	100	98	99	450	456	467	6	2	5	33	23	16	61	73	62	NA	2	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	206	391	799	94	95	99	388	399	423	15	12	8	56	51	41	28	36	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	96	182	389	96	98	99	400	414	437	14	10	5	48	38	33	36	50	57	2	2	4
Male	110	209	408	93	93	98	378	386	410	15	14	10	64	62	47	21	24	41	NA	NA	2
African American	NC	13	420	NC	93	99	NC	372	411	NC	23	11	NC	23	45	NC	54	43	NC	NA	2
Hispanic	116	161	344	94	95	99	378	383	410	17	16	10	59	57	46	22	27	43	1	1	1
Asian/Pacific Islander	NC	NC	206	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	399	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	79	204	351	96	95	99	399	410	437	11	9	5	57	50	35	30	41	56	1	1	5
Students with Disabilities	16	31	102	57	65	94	300	334	377	44	29	23	44	52	51	13	19	25	NA	NA	1
Students without Disabilities	190	360	697	100	99	100	393	403	429	12	11	5	57	51	39	29	38	52	1	1	3
Limited English Proficient Students	37	47	139	86	89	97	352	350	382	27	30	18	57	53	54	16	17	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	188	296	389	94	94	98	385	390	409	15	14	10	57	54	47	27	31	41	1	1	1
Non-Economically Disadvantaged	18	95	409	100	100	100	417	426	437	11	6	5	50	41	34	39	52	56	NA	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	217	408	80147	92	93	99	467	470	482	12	11	11	24	22	17	50	53	49	14	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	212	39281	95	95	99	462	469	483	15	11	9	21	19	17	54	58	50	10	12	24
Male	103	196	40780	90	89	98	472	472	482	8	10	12	28	24	17	45	48	48	19	17	24
African American	NC	11	4249	NC	100	99	NC	472	464	NC	NA	17	NC	27	22	NC	73	48	NC	NA	13
Hispanic	104	146	33494	92	92	99	456	456	466	16	16	15	32	31	23	42	43	49	10	10	14
Asian/Pacific Islander	--	11	2103	--	100	99	--	500	515	--	NA	4	--	18	8	--	55	44	--	27	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	106	237	36122	92	92	99	476	477	501	8	8	5	18	16	10	55	58	50	20	18	35
Students with Disabilities	14	28	10295	48	48	92	453	454	443	21	18	33	21	21	26	57	57	33	NA	4	8
Students without Disabilities	203	380	69852	99	99	100	467	471	488	11	10	7	25	22	16	49	53	51	15	16	26
Limited English Proficient Students	45	56	12722	85	85	97	433	434	441	22	23	27	49	46	33	29	30	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	179	286	38371	92	92	97	466	465	465	12	12	15	25	24	23	48	51	49	15	13	13
Non-Economically Disadvantaged	38	122	41776	93	95	100	469	482	498	8	7	6	24	16	11	58	58	49	11	20	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	214	402	79686	91	91	98	466	468	470	8	8	11	30	28	24	57	59	57	4	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	211	39163	95	95	99	467	471	475	6	6	9	32	26	22	58	64	60	4	4	10
Male	100	191	40438	87	87	97	464	464	465	10	10	13	28	29	25	57	55	54	5	5	7
African American	NC	11	4228	NC	100	98	NC	465	458	NC	NA	15	NC	45	28	NC	55	53	NC	NA	4
Hispanic	103	143	33299	91	90	98	457	456	452	12	13	17	34	32	32	50	52	47	4	3	3
Asian/Pacific Islander	--	11	2097	--	100	99	--	502	490	--	NA	5	--	18	13	--	64	68	--	18	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	104	234	35914	90	91	98	473	473	489	5	6	5	27	25	15	64	64	67	4	5	14
Students with Disabilities	10	21	9808	34	36	87	NA	441	432	NA	10	35	NA	57	32	NA	33	30	NA	NA	3
Students without Disabilities	204	381	69878	99	99	100	467	469	475	8	8	8	29	26	23	59	61	61	4	5	9
Limited English Proficient Students	45	56	12594	85	85	96	427	424	422	24	27	34	51	52	45	24	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	178	283	38095	92	91	97	465	462	452	8	10	17	30	30	32	58	57	48	3	4	3
Non-Economically Disadvantaged	36	119	41591	88	92	99	470	481	486	6	4	6	33	22	16	53	66	65	8	8	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	216	413	80372	92	94	99	473	471	475	4	4	4	30	32	30	66	63	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	215	39452	95	97	99	484	483	488	4	3	3	21	24	22	75	72	72	NA	0	3
Male	102	198	40836	89	90	98	460	458	464	4	5	6	40	41	37	56	53	56	NA	1	1
African American	NC	11	4264	NC	100	99	NC	478	465	NC	NA	5	NC	27	35	NC	73	59	NC	NA	1
Hispanic	104	145	33608	92	91	99	473	468	462	4	5	6	29	33	36	67	61	57	NA	1	1
Asian/Pacific Islander	--	11	2098	--	100	99	--	515	500	--	NA	2	--	NA	16	--	100	75	--	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	105	243	36213	91	95	99	471	470	489	4	4	2	32	34	22	64	62	72	NA	1	3
Students with Disabilities	12	32	10526	41	55	94	450	416	427	8	13	15	58	69	53	33	19	31	NA	NA	1
Students without Disabilities	204	381	69846	99	99	100	474	475	482	3	3	3	28	29	26	68	67	69	NA	1	2
Limited English Proficient Students	46	57	12747	87	86	97	455	449	432	7	9	12	39	42	52	54	49	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	177	290	38521	91	93	98	475	466	461	3	5	6	29	35	38	67	60	55	NA	0	1
Non-Economically Disadvantaged	39	123	41851	95	95	100	463	481	489	5	2	3	33	27	22	62	70	72	NA	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	225	414	79306	94	93	99	483	486	504	12	13	13	36	30	20	48	49	49	4	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	120	209	38845	95	95	99	482	483	505	13	13	11	32	32	20	53	51	50	2	4	18
Male	105	205	40383	92	90	98	484	490	504	11	13	14	41	29	19	41	47	47	7	11	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	117	166	32673	96	94	99	476	475	487	15	19	18	36	29	25	47	49	46	2	2	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	100	229	36234	92	92	99	489	494	523	9	8	6	37	31	13	48	50	52	6	10	28
Students with Disabilities	NC	16	10286	NC	35	91	NC	436	462	NC	56	41	NC	25	27	NC	13	27	NC	6	5
Students without Disabilities	218	398	69020	100	99	100	484	488	510	11	11	9	36	31	18	49	51	52	4	7	21
Limited English Proficient Students	34	44	10291	87	88	96	453	449	458	32	39	38	47	41	34	21	20	26	NA	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	201	305	37437	93	92	97	483	482	486	11	14	19	36	32	26	48	49	46	4	5	9
Non-Economically Disadvantaged	24	109	41869	100	95	100	481	499	521	21	10	7	33	25	14	42	50	51	4	15	27

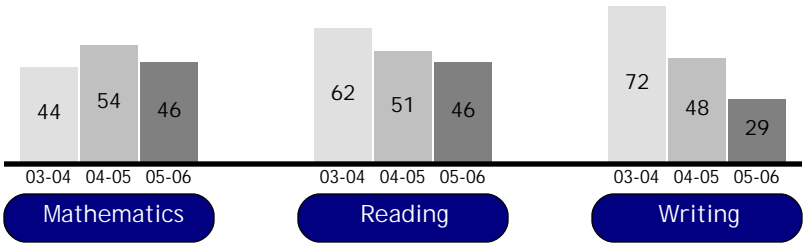
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	223	416	79000	93	93	98	483	482	489	4	6	10	33	31	24	58	56	58	5	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	208	38774	94	95	99	481	483	494	3	4	7	34	33	22	58	57	61	4	6	10
Male	105	208	40150	92	92	98	484	482	485	5	9	12	32	30	25	57	56	55	6	5	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	115	165	32508	94	94	98	473	470	472	7	10	15	39	39	33	51	48	49	3	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	100	231	36135	92	93	98	492	491	508	1	4	4	27	26	14	66	63	67	6	8	15
Students with Disabilities	NC	17	9991	NC	37	88	NC	447	449	NC	18	33	NC	41	36	NC	35	29	NC	6	2
Students without Disabilities	218	399	69009	100	100	100	483	484	495	4	6	6	33	31	22	58	57	62	5	6	10
Limited English Proficient Students	33	43	10199	85	86	95	448	443	439	18	26	35	58	51	47	24	23	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	199	305	37234	92	92	97	482	478	472	5	7	15	33	34	33	58	54	50	5	4	3
Non-Economically Disadvantaged	24	111	41766	100	97	99	487	493	505	NA	5	5	33	23	16	58	62	65	8	9	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	221	417	79611	92	93	99	487	486	496	8	6	7	38	42	37	54	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	212	39016	94	96	99	494	495	511	7	5	4	34	38	29	59	57	66	NA	NA	1
Male	102	205	40519	89	90	98	479	477	482	9	8	10	42	47	44	49	44	46	NA	0	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	115	166	32855	94	94	99	477	475	481	10	9	10	41	46	43	50	45	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	98	230	36380	90	92	99	495	492	511	6	5	4	37	40	30	57	54	65	NA	0	1
Students with Disabilities	NC	19	10664	NC	41	94	NC	447	440	NC	21	23	NC	53	54	NC	21	22	NC	5	1
Students without Disabilities	217	398	68947	100	99	100	488	488	504	7	6	4	38	42	34	55	52	61	NA	NA	1
Limited English Proficient Students	32	42	10362	82	84	97	432	433	438	22	21	22	44	50	57	34	29	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	198	307	37626	92	92	98	486	482	479	7	7	10	40	46	45	53	47	45	NA	0	0
Non-Economically Disadvantaged	23	110	41985	96	96	100	498	499	511	13	5	4	22	33	30	65	62	65	NA	NA	1

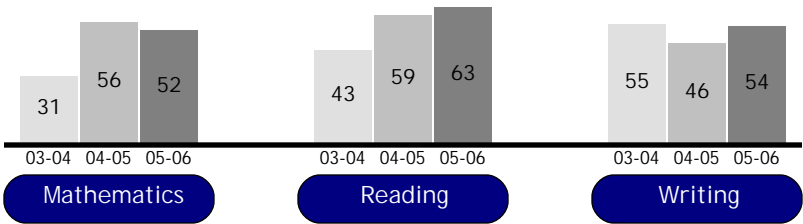
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	100	37	NA	55	100	36	40	44	91	32	37	46
	Language	100	39	46	61	100	38	41	44	93	41	43	46
	Mathematics	100	37	47	61	100	37	43	51	92	34	39	52
4	Reading	100	50	NA	56	98	40	43	48	91	46	50	52
	Language	100	42	45	52	98	42	44	49	92	56	56	52
	Mathematics	100	50	56	61	98	42	47	53	93	50	52	58
5	Reading	100	41	NA	55	98	44	49	50	92	50	50	56
	Language	100	37	40	49	98	45	48	50	91	54	54	54
	Mathematics	100	47	51	63	98	40	45	49	93	37	41	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- ü Textbook Selection
- ü Student Discipline
- ü Parent/Educator Relations
- ü Support for Special Area Programs
- ü Involvement in Community Activities
- ü Parent Contact and Informational Source

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	3.50	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	0	0
4 to 6 years	7	3	0	0
7 to 9 years	5	2	0	0
10 or more years	1	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	17
Percent of teachers in the school with Emergency/Provisional Certification	42%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Media Center with Technology Hub

Extracurricular Activities

- ü Extended Day Remediation/Enrichment
- ü Rocket building club
- ü Choir/Band
- ü Science Club
- ü Computer/Web Design Club
- ü Quilting student/parent involvement club
- ü Newspaper/Intramural Volleyball
- ü Intramural Basketball

Social Services

- ü Boys and Girls Club
- ü Boy and Girl Scouts
- ü AYSO
- ü Little League

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Over 900 individual parent contacts made at special school events plus 270 parent contacts made per teacher per month. Each teacher makes 10 positive parent contacts per month to increase parent participation in the education process and build trust.
- Ü School has met initial goals in Reading First Grant program by moving over 20% of Intensive Level Readers up one level to the Strategic level and 31% of our Strategic Readers up to the Benchmark Level
- Ü Counselor created a Fifth Grade Peer Mediation Program where our Fifth Grade Students learn to problem solve and then assist other students in solving personal problems and disagreements under the supervision of the counselor.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We emphasize positive relationships among students/staff. We help students feel safe expressing their feelings; promote good citizenship and character; continually examine procedures and school environment for improvements. Peer mediation program has been established for the 2005-2006 school year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Ronald C. Casey	(928) 758-6606
Transportation Policy	Vicky Guy	(928) 758-3961
Community Resources	George Huggins	(928) 758-3961
School Nutrition Programs	Janet Gutowski	(928) 758-6606
Parent Organization	Ronald C. Casey	(928) 758-6606
Student Health/Nurse	Mary Crespin	(928) 758-6606

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.